

A close-up photograph of a child's hand holding a large, shaggy, light-colored teddy bear. The child is wearing a striped shirt and denim jeans. The background is blurred, suggesting an outdoor setting. The overall tone is soft and gentle.

CHILD SEXUAL ABUSE PREVENTION PROGRAMS FOR CHILDREN



Child sexual abuse prevention programs for children have been implemented across the United States for decades. Traditionally, these programs have applied a risk reduction approach – one that educates children about child sexual abuse and provides them with skills to repel and report abuse. While talking to children about risk and its reduction is important, the field of sexual violence prevention recognizes that risk reduction alone will not end sexual violence. A primary prevention approach – one that works to change the larger social conditions that enable abuse to occur – is necessary to stop the perpetration of child sexual abuse before it occurs. The programs contained within this guide follow a more risk reduction approach and can assist parents by providing accurate or developmentally appropriate information, which may help them in connecting children to important resource information. Research shows that not all parents talk to their children about child sexual abuse (Kenny, Capri, Thakkar-Kolar, Ryan, & Runyon, 2008), and many that do, may not have access to this type of information.

WHOSE RESPONSIBILITY IS CHILD SEXUAL ABUSE PREVENTION?

Prevention programs designed for children are an important part of a multifaceted strategy to build community efforts to prevent child sexual abuse. Traditional child sexual abuse prevention programs are of value because they provide information, support and empowerment. However, concerns have been raised that these programs target children and inappropriately place the burden of prevention on the child. Indeed, child sexual abuse occurs as a result of many factors working together, all of which are beyond the control of the child. Additionally, critics suggest that it may be unrealistic to expect a child to assert power over someone whom they may trust and who is in a position of authority, older and likely stronger than them (Hazzard, 1993). In the end, it is the responsibility of individuals to not violate children in any way and for communities to actively engage in the prevention of child sexual abuse and safeguard the well-being of children. Prevention programs designed for children are only one of many components of a successful community effort to prevent child sexual abuse. The burden of prevention should be distributed across community members, organizations, and social structures. Changing the behavior of adults and communities, rather than the behavior of children, is the ideal way to prevent child sexual abuse.²

PROGRAM GOALS

Generally, child sexual abuse prevention programs that target children have three main goals: to teach children to recognize child sexual abuse, to give them the skills to avoid abuse, and to encourage them to report abuse that they have

experienced, are experiencing, or may experience in the future (Kenny et al., 2008; Repucci & Herman, 1991; Topping & Barron, 2009).

Teaching children to avoid child sexual abuse may involve teaching them:

- The concept of 'private zones' and what parts of the body are considered 'private'
- The different kinds of appropriate and inappropriate touching that a child can experience
- That it is possible that a person whom the child knows and likes may try to hurt them
- To trust their intuition about people and situations
- About healthy sexual development

Giving children the skills to repel child sexual abuse may involve teaching them:

- That they have the right to decide who can and who cannot touch their body
- That in a situation when someone touches them against their will or in a way that makes them uncomfortable, they can say "no" or leave/run away and tell a trusted adult

Encouraging children to report child sexual abuse may involve teaching them:

- That child sexual abuse is never the fault of the child
- That if someone touches them in a way that makes them uncomfortable, they should always tell a trusted adult
- They should not keep a secret about someone touching them
- To identify trusted adults
- That a child should keep telling an adult they

² Additional information can be found in the NSVRC "Child Sexual Abuse Prevention Guide for Adults"

SOMETIMES, CHILDREN'S
PARENTS ASSIST WITH
PREVENTION EFFORTS.
PROGRAMS MAY BE
IMPLEMENTED BY RAPE CRISIS
CENTERS, CHILD ABUSE
PREVENTION AGENCIES,
SCHOOLS OR OTHER
ORGANIZATIONS.

trust about sexual abuse until the adult does something to protect the child

- That they will be believed and still be loved if they tell
- The correct names for body parts (e.g., penis, vagina, breasts, buttocks) so children may accurately report what has happened to them

PROGRAM DESIGN

Child sexual abuse prevention programs designed to educate children can take a number of forms. Some programs only have one session, while others have multiple sessions (Davis & Gidycz, 2000).

Programs may consist of many hours of activities or just a half-hour, which may be presented by the children's teachers, specialized prevention educators, religious leaders, school counselors, or victim advocates (deYoung, 1988). Sometimes, children's parents assist with prevention efforts. Programs may be implemented by rape crisis centers, child abuse prevention

agencies, schools or other organizations (Prevent Child Abuse North Carolina, 2002).

Since the majority of children spend a large part of their days in a school environment, school-based programs can easily access large numbers of children. Schools are often a safe setting for children to learn about child sexual abuse, and with proper training and skills, school personnel can be trusted adults to whom children can disclose abuse. However, very young children and children who are home-schooled may not have access to school-based programs. For these reasons, child focused programs can be implemented in other community settings, such as day cares, faith-based organizations, libraries, or community centers.

A number of challenges are present in designing an effective child sexual abuse prevention program that targets children. First, it is difficult to present complicated prevention concepts in a way that is understandable to children, especially when children are young (Finkelhor, 2007; Repucci & Herman, 1991).

Program implementation can be challenging as well, as there may be concern that some topics discussed are not appropriate topics to discuss with children. They may also feel that parents should be responsible for teaching their child about child sexual abuse. Also, because programs are often led by people who are not professional prevention educators, they may not have the understanding of child sexual abuse necessary to lead a prevention program (Topping & Barron, 2009). Constraints on money and time may limit prevention programming (Topping & Barron, 2009). Finally, linking programs that target children with corresponding programs that work with adults can be challenging if limited resources are available.

TEACHING TECHNIQUES

There are a number of teaching techniques that can make up a child sexual abuse prevention program for children (Davis & Gidycz, 2000; Topping & Barron, 2009). Some of these techniques involve children as active participants. In these techniques, the child is engaged in the learning process, either physically, verbally, or both:

- Skills practice/rehearsal or role-play, provide children a safe, non-threatening environment in which they may practice recognizing possible danger signals of abusive situations and how to respond. These are usually physically and verbally active techniques.
- Shaping and reinforcement are behavioral learning techniques that are typically used along with skills practice/rehearsal or role-play techniques. In child sexual abuse prevention programs, shaping involves rewarding

or encouraging (i.e., reinforcing) a child's response to a situation when it is appropriate, with the goal of eventually getting the child to act out the desired response. Shaping and reinforcement are usually physically and verbally active techniques.

- Discussion between presenter(s) and children. This is a verbally active technique.

In other techniques, children are passive participants. These techniques do not involve verbal or physical participation from the children:

- Modeling, in which the presenters act out a situation and demonstrate how to respond. Sometimes, this is presented in the form of a play or a puppet show.
- Films, comic books or children's books about child sexual abuse prevention.
- Lectures, in which the presenter speaks about child sexual abuse without encouraging the



children viewing the lecture to participate and engage in the discussion.

Some prevention programs choose one technique and use it exclusively. For example, a teacher may show a film about child sexual abuse to a class of students. Other programs incorporate a variety of different techniques.

For information on the effectiveness of these various techniques see the Evaluation section of this document.



GENERAL EVALUATION OF PREVENTION PROGRAMS

Many research studies have looked at the impact of child sexual abuse prevention programs as a whole, rather than looking at the effects of a specific prevention program. These studies have explored the effectiveness, costs, and benefits of prevention programs. Additional rigorous evaluations of child sexual abuse prevention programs are needed. These studies and the resources to support them are critical to informing the future of child sexual abuse prevention programming. In the interim, we can draw from the child sexual abuse prevention research that does exist, as well as the evaluations of bullying and drug use prevention programs for children, which have used similar tactics as child sexual abuse prevention programs and have been found to be effective (Finkelhor, 2007).

What makes an effective program?

According to studies of prevention programs, the most effective programs:

- Include children as physically active participants (Davis & Gidycz, 2000).
- Combine the techniques of modeling, group discussion, and role-playing/rehearsal (Davis & Gidycz, 2000; Topping & Barron, 2009).
- Tend to last for longer periods of time than less effective programs (Davis & Gidycz, 2000).
- Are broken into multiple sessions (Davis & Gidycz, 2000; Topping & Barron, 2009).
- Incorporate parents into prevention efforts (Kenny et al., 2008; Topping & Barron, 2009).

THE EFFECTIVENESS OF A PROGRAM DEPENDS ON
ITS STRUCTURE AND THE WAY IT IS PRESENTED.
PROGRAMS MUST BE DEVELOPMENTALLY APPROPRIATE
FOR THE TARGETED AGE GROUP.

What are the benefits of these programs?

Researchers have consistently found a number of benefits to child sexual abuse prevention programs:

- Increased knowledge about child sexual abuse (Davis & Gidycz, 2000; Repucci & Herman, 1991; Rispens, Aleman, & Goudena, 1997).
- Increased self-protective knowledge and skills, and increased use of these self-protective skills (Finkelhor, Asdigian, & Dzuiba-Leatherman, 1995a, 1995b; Rispens et al., 1997, Topping & Barron, 2009).
- Earlier disclosure of abuse, which could prevent further abuse from occurring and allow the child to be treated for the abuse (Gibson & Leitenberg, 2000).
- Shorter duration of abuse (Gibson & Leitenberg, 2000).
- Increased positive feelings about self and decreased negative feelings about self (Topping & Barron, 2009).

How long do these benefits last?

Knowledge gains from prevention programs usually last for several months, and may last as long as a year (Topping & Barron, 2009). Because of this, it is important to reinforce the skill and knowledge gains through continued

prevention efforts throughout childhood.

Indeed, additional program sessions have been found to help children maintain and increase their knowledge and skills about child sexual abuse prevention (Topping & Barron, 2009). This can make a case for ongoing prevention programs which are integrated into a systems-wide approach, like a comprehensive school curriculum, rather than one-time-only or time-limited approaches.

Are young children able to benefit from these programs?

The effectiveness of a program depends on its structure and the way it is presented. Programs must be developmentally appropriate for the targeted age group. Suggestions for presenting a program that is developmentally appropriate to very young children include (Sarno & Wurtele, 1997):

- Do not use abstract concepts.
- Provide many chances to practice skills.
- Teach important concepts multiple times.
- Teach the program over several days.
- Present the program in a way that is engaging to the children.